



CYBER GUARDIANS CURRICULUM 2019

Search for Common Ground

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Team Building and Icebreakers

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About Me

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| Time Needed | <ul style="list-style-type: none"> • 20 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will build trust by sharing things about themselves and learning about one another. |
| Key messages | <ul style="list-style-type: none"> • It is important to introduce ourselves and get to know each other before and during a project or learning experience. |
| Materials Needed | <ul style="list-style-type: none"> • About Me Sheets |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|--------------|---|-------------------|
| 7 min | Instructions | The facilitator will pass out the attached “About Me” sheets and instruct participants to fill it out. | “About Me” Sheets |
| 10 min | Sharing | Once everyone has completed their forms then the group will be split into two groups. One group will make a circle facing out and the other will make another circle surrounding the other group facing inward. The idea is to make sure everyone has a partner and are facing each other. Once the circles are made, participants can begin to share what they wrote on their forms. After a few minutes, the facilitator can instruct one of the circles to move either left or right however many spaces, so that everyone has a new partner. Continue this pattern until the end of the activity. | |
| 3 min | Debrief | Once the facilitator feels the activity has gone on long enough, the groups may get back into one large circle and share any insights or things they learned/noticed during the activity. | |

About Me

Name:

My Favourite Social Media pages:

My Symbol:

In five years' time...

A Happy Childhood Memory:

My Dream Job:

Step into the Circle

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| Time Needed | <ul style="list-style-type: none"> • 20 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will recognize things they have in common • Participants will build trust by sharing things about themselves |
| Key messages | <ul style="list-style-type: none"> • It is important to acknowledge our similarities and respect our differences |
| Materials Needed | <ul style="list-style-type: none"> • List of questions/qualities |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|-------------|--|-----------------------------|
| 5 min | Set Up | <p>The facilitator will instruct participants to get into a circle.</p> <p>Once they are in the correct place, the facilitator will explain the instructions of the game:</p> <p>The facilitator will tell participants to step into the circle if they have the mentioned qualities. (The facilitator should make a list of qualities for the group of participants before the activity. They can vary, but the most important thing is that the questions/qualities are relevant to the group doing the activity. Some examples are in the next module.)</p> <p>Participants will remain inside the circle until the facilitator asks them to step back into the original circle with the rest of the group. This will continue until the end of the list.</p> | |
| 10 min | Questions | During this module, the facilitator will go through the list of qualities beginning with light, causal things such as: | List of questions/qualities |

“Step into the circle if you use social media...” and move to heavier, more serious qualities such as, “step into the circle if someone you know has experienced violence...” etc.

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| 5 min | Debrief | Once the facilitator has gone through the list, he/she will ask the group about what they thought of the activity, how it made them feel, what they noticed and what surprise them/did not surprise them. |
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The Balloon Game

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| Time Needed | <ul style="list-style-type: none"> • 20 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will understand that the balloon is a metaphor for themselves and that the toothpick is the potential to do harm. • Participants will realize that it is more important to focus on what we can do for good rather than the harm we can cause. |
| Key messages | <ul style="list-style-type: none"> • You can protect yourself without hurting others. • Do not be distracted from a goal by things that are not important. • More people succeed when we all work toward a common goal. |
| Materials Needed | <ul style="list-style-type: none"> • Balloons • Toothpicks |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|-------|----------------------|--|------------------------|
| 5 min | Protect Your Balloon | <p>The facilitator will give each participant a balloon and a toothpick. Participants will all blow up their balloon.</p> <p>The facilitator will explain to the participants that their objective is to keep their balloon intact, and the last person to have their balloon is the winner.</p> | Balloons Toothpicks |

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| | | <p>Predictably, participants will take the objective to mean that they should protect their balloon by also popping others with their toothpicks.</p> <p>The participants will continue to pop their balloons until the facilitator stops them.</p> |
| 5 min | Reflection 1 | <p>The facilitator will stop the participants and bring them back into the circle. He/she will ask the participants what happened during that activity. The participants will likely reply that they popped each other's balloons in order to keep theirs safe, but also even when their balloon was already popped.</p> |
| 5 min | Try Again | <p>The facilitator will give the participants another balloon if they have lost theirs, and they will again blow them up.</p> <p>Once everyone is ready, the facilitator will ask them to try again with the same instructions.</p> <p>Ideally this time, participants will not use their toothpicks to pop each other's balloons, but find creative ways to protect their own.</p> |
| 5 min | Reflection 2 | <p>After a few minutes, bring the participants back to the circle for another reflection and ask them again what happened this time.</p> <p>Participants should answer that more balloons were kept safe because they were not attacking others.</p> <p>Explain to the participants that he/she never instructed them to pop each other's balloons, only to keep their own safe. He/she will explain that because they also had a toothpick, they made the assumption that they should also attack other balloons when the toothpick is only a distraction from the actual goal of protecting their own balloon. When we are focused on one goal, it is easy to ignore distractions such as the toothpick, and that when we all have a common goal, more are likely to succeed.</p> |

Line Yourself Up

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| Time Needed | <ul style="list-style-type: none"> • 25-35 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will get ready for the day by playing a game that reacquaints them with each other. • Participants will continue to build trust by finding things in common. • Participants will work together as a team to line themselves up in the correct order. |
| Key messages | <ul style="list-style-type: none"> • It is important to continue to get to know each other throughout a project or program to continue acknowledging similarities and differences |
| Materials Needed | <ul style="list-style-type: none"> • No materials needed. |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|-----------|----------------|--|------------------|
| 5-10 min | Instructions | The facilitator will explain to the participants that they will answer a series of “get to know you” questions by lining up in different orders. The facilitator can give an example or do a practice round such as: everyone line up according to their birthday, with January birthdays at the beginning of the line, and December birthdays at the end. Once everyone is in the correct order, the facilitator will break the line into five or six groups. In their groups, the facilitator will give them a question to answer. For this example, the question could be, “what is the best birthday gift you were ever given?” Then, everyone in the group would share until the next line up/question. | |
| 15-20 min | Several Rounds | Once participants understand how the game is to be played, the facilitator can give the first order they should line themselves up in (some examples are listed), then separate them into groups, and give them a question to answer. | |

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| <p>Some examples include:</p> <ul style="list-style-type: none">• Line yourselves up according to the time you woke up, and then share what your morning routine is.• Line up according to height, and then share how many brothers and sisters you have. <p>It is just important that the questions and examples are relevant to the group. It may help to have a list prepared before the activity.</p> | | |
| 5 min | Debrief | If needed, the facilitator can debrief with participants about what they learned or what they thought of the activity. |

Spaghetti Tower

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| Time Needed | <ul style="list-style-type: none"> • 30 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will work as a team to build a tower out of spaghetti. • Participants will experience what it is like to work as a team, and in turn build trust. |
| Key messages | <ul style="list-style-type: none"> • Being able to work as a team is important in not only small tasks like a spaghetti tower, but in all aspects of life. |
| Materials Needed | <ul style="list-style-type: none"> • Dry Spaghetti • Masking Tape • Marshmallows |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|--------------|--|---|
| 5 min | Instructions | <p>The facilitator will group the participants into five or six teams and then explain to the teams that they are to use dry spaghetti and tape to build the tallest tower they possibly can, and then put the marshmallow on top.</p> <p>The team with the tallest tower is the winner. Next, the facilitator will pass out the materials to each team.</p> | Dry Spaghetti Masking Tape Marshmallows |
| 20 min | Building | Once everyone has their materials, the facilitator may prompt the groups to begin building their tower. | |
| 5 min | Winners | After the 20 minutes is up, the facilitator will stop the groups and declare the winner. | |

Food Challenge

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| Time Needed | <ul style="list-style-type: none"> • 30 minutes |
| Session Objectives | <ul style="list-style-type: none"> • Participants will be exposed to a different culture's food. • Participants will work together as a team to identify different ingredients in the new food. |
| Key messages | <ul style="list-style-type: none"> • Participants will understand that diversity is important and should be respected. |
| Materials Needed | <ul style="list-style-type: none"> • Challenge Cards • 7 different food items for each group • Challenge Card Answer Key |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|----------------|--|------------------------------|
| 5 min | Introduction | <p>First, the facilitator will divide the participants into five groups and give each group a challenge card and the food items. (The food items should be from a different culture than the majority of the participants.)</p> <p>Once prepared with all the materials, the facilitator will explain to the participants that they are to identify the food, its origin, and ingredients.</p> | Challenge Card Food items |
| 20 min | Food Challenge | Participants will then try all the food items and work together to fill out the challenge card. | |
| 5 min | Wrap Up | After the cards are all completed, the answer key will be passed around for the groups to check their answers. | Challenge Card Answer Key |

Your Favorite Social Media Post

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| Time Needed | <ul style="list-style-type: none"> • 30 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will identify social media posts that have positively affected them. • Participants will receive examples of the type of content they will strive to create. |
| Key messages | <ul style="list-style-type: none"> • Social media has the power to positively or negatively affect the people that use it. • Participants have the power and the skills to create their own content. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Power Point • Projector/Screen • A phone for each group • Internet Connection |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|---------------|--------------------|---|-------------------------|
| 5 min | Get into Groups | <p>The facilitator will instruct participants to get into 5 or 6 groups. This can be done by counting off, or grouped by common interest, etc. It is up to the facilitator.</p> <p>Once they are in groups, the facilitator will explain to participants that within their group they should select a social media post that has positively affected them. The post can be a photo, video, text, etc.</p> | |
| 10 min | Your Favorite Post | <p>During this time, participants will find a space for their group to discuss the task and select a post to share with the rest of the participants.</p> <p>Before their time is up, each group should send their post from their phone to the WhatsApp group to be shared over the projector.</p> | Phones |

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| 15 min | Share | <p>Once each group has sent their post to the WhatsApp group, the facilitator will gather all the participants around the projector to view each other's chosen post.</p> <p>The facilitator will pull up each post one at a time and have someone from each group share why they chose that post.</p> | Projector/Screen Laptop Internet Connection |
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What is Social Media? (Social Media 101)

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| Time Needed | <ul style="list-style-type: none"> • 1 hour |
| Session Objectives | <ul style="list-style-type: none"> • Participants will understand what social media is and what it is used for. • Participants will understand the unique functions, qualities, and value of social media. |
| Key messages | <ul style="list-style-type: none"> • Social media is not about likes and followers, but about engagement and starting conversations. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Flip Charts • Markers • Internet Connection • Participant Phones |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|--------------|---|--|
| 10 min | Introduction | <p>The facilitator will introduce the concept of social media by asking participants how they use social media.</p> <p>The answers how participants use social media will be submitted through a Meti survey at www.meti.com. When the survey is set up, the facilitator will receive a code that will also be given to participants to submit their answers through their phones.</p> <p>Once everyone has submitted their answers, the facilitator will show the results on the projector screen and ask for any observations or questions from participants about the results.</p> | Facilitator Laptop Projector Projector Screen Participant Phones Internet Connection |

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| 10 min | What is Social Media? | <p>Next, the facilitator will ask participants what social media is. He/she may take suggestions from participants and write them down on a flip chart if they like.</p> <p>Once suggestions are finished, the facilitator will show global data from “Hootsuite” about the number of people using social media and messaging platforms, as well as country specific data.</p> <p>Next, the facilitator will explain that social media is largely used for creating conversations and collaborating. However, the way we communicate and collaborate is not always authentic, as we now communicate with emojis and seem to be having “false conversations.”</p> | Flip Chart Markers |
| 5 min | Functions of Social Media | <p>Despite these false conversations though, social media offers many functions for its users:</p> <ul style="list-style-type: none"> • Networking • Collaborating • Blogging • Image Sharing • Voice Over Internet Protocol • Combination of all • Other | |
| 10 min | What makes social media different than other kinds of media? | <p>The facilitator will ask “what makes social media different than other kinds of media?” and take suggestions, but then also add the following if not mentioned:</p> <ul style="list-style-type: none"> ➤ Social media is more accessible than any other kind of media because there are no permissions needed. Anyone can share anything at any time. (Give examples) ➤ Social media is also incredibly short and fast since we have adapted to creating content that is very engaging with very few words, and sometimes no words at all (emojis). (Give examples) ➤ Social media is spontaneous and content is being created as events are happening both locally and globally. (Give examples) ➤ Social media is casual, there are no formal or stiff guidelines for how to engage on social media, and everyone is open to criticism. (Give examples) ➤ Social media is fleeting. Most content is created on the go, but can be analyzed later. (Give examples) | |
| 10 min | Meme Culture | Another factor that is completely unique to social media is meme culture. | |

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| | <p>The facilitator will explain what a meme is: a web-meme is an activity, concept, catchphrase or piece of media which spreads, often as mimicry, from person to person via the web. Memes may evolve over time, by chance or through commentary, imitations, parody, or by incorporating news accounts about itself. Memes are largely satire or caricature.</p> <p>Some elements of memes are:</p> <ul style="list-style-type: none"> • The creator remains anonymous • There are few words and simple images • Humor and satire are often the key element • Timing of release matters • Some memes are timeless • Memes get edited/added on • Some consider memes to be a modern version of graffiti <p>The facilitator should then give some appropriate examples of modern memes.</p> |
| <p>10 min</p> <p>Social media Engagement</p> | <p>The facilitator can then move from memes to the more serious topic of the ability of social media to engage people and inspire change.</p> <p>Emphasize that social media is not about numbers (likes or followers), but it is about engagement. Those leaving comments and starting discussions because of your content.</p> <p>The facilitator can then give some examples of successful campaigns done on social media such as: #blueforsudan and the #IVotedSL campaign to show how social media has been used to influence others.</p> |
| <p>5 min</p> <p>Wrap Up</p> | <p>The facilitator may use the last five minutes to answer any questions the participants may have and/or to review what they learned.</p> |

Understanding Social Media: Power to the Audience

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| Time Needed | <ul style="list-style-type: none"> • 1 hour |
| Session Objectives | <ul style="list-style-type: none"> • Participants will understand how media and access to it has changed over time. • Participants will understand their own capacity to be citizen journalists. • Participants will also understand the pros and cons of modern citizen journalism. |
| Key messages | <ul style="list-style-type: none"> • Citizen journalism and new media has democratized information, but there are also many risks to consider when consuming and creating independent investigative content. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Flip Charts • Markers • Internet Connection |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|--------------|--|---|
| 10 min | Then and Now | <p>The facilitator will begin the session by asking participants to compare media from “then” to “now.”</p> <p>The facilitator can write down their suggestions on a flipchart and then add what they have not mentioned afterwards.</p> <p>The “then” list should include that media was passive and inactive. People were only recipients and had no power in regards to what media was available to them.</p> | Facilitator Laptop Projector Projector Screen Flip Chart Markers Internet Connection |

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| | | The “now” list should include that media is active and participatory. Consumers are also contributors and are empowered in how and what they consume. |
| 10 min | How? | <p>Next, the facilitator will explain to participants the reasons media has changed over time, focusing largely on the democratization of information sharing.</p> <p>Then, the facilitator can go into enablers for democratization which include:</p> <ul style="list-style-type: none"> • The Internet Revolution • Social Media • Mobile Devices • Digital Tools • Connectivity • Digital Literacy <p>The facilitator should take the time to ask participants what each one means and add explanation when needed.</p> |
| 15 min | Journalism | <p>Following the “how” of the change in media, the facilitator will then go into how journalism has also changed over time by contrasting traditional journalism vs. citizen journalism and mainstream media and new media, as well as the benefits of both mediums.</p> <p>Mainstream media is professional, has a high level of control, conglomerates, and is costly. This is the medium through which most traditional journalism is conducted.</p> <p>Whereas, new media allows amateurs to disseminate information, it is organic, democratic, and nearly free. This is the medium through which most citizen journalism is conducted.</p> <p>The facilitator may also share quotes to further explain traditional and citizen journalism such as:</p> <p><i>“Traditional journalism provides the view from the outside looking in, and Citizen Journalism provides the view from the inside looking out. In order to tell the complete story, you need both points of view.”</i>-Mitch Gehman</p> <p><i>“When the people formerly known as the audience employ the press tools they have in their possession to inform one another, that’s citizen journalism.”</i>-Jey Rosen</p> |
| 10 min | Tilting the Participation and Power Scale | Moving on, the facilitator will explain that the increase in citizen journalism has also shifted the power and participation in media and information from a few to the |

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| | | many. He/she may use the “Participation Scale” and “Power Divide” graphics at the end of the module and further explain each component in the graphics. |
| 10 min | Pros and Cons | <p>The last activity of the session will be to create a pros and cons list of new media and citizen journalism.</p> <p>The facilitator can make this list with participant input. The lists should include:</p> <p>Pros: Investigative journalism contributes to democracy, exposes corruption, provides a public service, holds people in prominent positions accountable, reveals injustice, investigative stories only require that the allegations prove probability of guilt, making a difference through truth telling, etc.</p> <p>Cons: Possible impact of false information, inability to get access to people for interviews, people don’t always tell the truth, citizen journalists lack institutional support, no information available or access to documents, potential retribution, threats to personal security, limited time and budget, lawsuits.</p> |
| 5 min | Wrap Up | The facilitator may use the last five minutes to answer any questions the participants may have and/or to review what they learned. |

THE PARTICIPATION SCALE



Social Media Strategies: The Power of Hashtags

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| Time Needed | <ul style="list-style-type: none"> • 1 hour |
| Session Objectives | <ul style="list-style-type: none"> • Participants will learn how to strategically use hashtags through examples and creating their own hashtags. • Participants will understand the power to change attitudes and narratives through hashtags. |
| Key messages | <ul style="list-style-type: none"> • When used strategically and creatively, hashtags can be very powerful in a social media campaign. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Flip Charts • Markers • Internet Connection |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|---------------|--------------------|--|---|
| 10 min | What is a hashtag? | <p>The facilitator will begin the session by asking participants what a hashtag is and then explaining where needed. The facilitator should cover:</p> <p>A hashtag is: # + [a word]</p> <p>A hashtag is used to tag or group content related to a common topic.</p> <p>A hashtag is a hyperlink: a click> search</p> | Facilitator Laptop Projector Projector Screen Internet Connection |

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| | | <p>A hashtag is used to filter content and to find people who share the same interest.</p> <p>A hashtag is used to pull your brand or story in online conversations.</p> <p>The facilitator should also give examples of each way a hashtag is used.</p> | |
| 10 min | Hashtag Campaigns | <p>Next, the facilitator will get into successful hashtag campaigns by asking participants to think of and list successful hashtag campaigns.</p> <p>Afterwards, the facilitator will show an example such as #everydayafrica. To demonstrate, the facilitator can log into Instagram and find the Everyday Africa page and show how their hashtag is used.</p> <p>The facilitator will explain that the hashtag is changing the narrative about Africa with a simple hashtag.</p> | |
| 25 min | Coming Up with Our Own Hashtags | <p>After the example given, the facilitator will give participants the opportunity to come up with examples of their own hashtags.</p> <p>To do this, participants will be put into five or six groups and then given a flipchart and marker. In their groups, participants will have about 10 minutes to come up with a list of words to describe Africa, and a list of words to describe the United States. Once participants come up with their list, they will choose one word for each to turn into a hashtag depending on the narrative they want to express about Africa and the United States.</p> <p>Once everyone is done, the facilitator will gather everyone back together, and each group will share their hashtags and explain why they chose them and what story they were trying to tell with it.</p> | Flip Charts Markers |
| 10 min | Other Uses for Hashtags | <p>Moving on, the facilitator will also discuss some other ways that hashtags are used on social media. He/she may ask participants to contribute. Some examples may include:</p> <ul style="list-style-type: none"> • To engage with other users (ex. P&G #ThankYouMom) • To promote entertainment (ex. #SuperSinger) • To collect photos (ex. Pictures from a wedding or event with its own hashtag) • Build your brand by following the likes and dislikes of customers through hashtags | |

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| 5 min | Wrap Up | The facilitator may use the last five minutes to answer any questions the participants may have and/or to review what they learned. |
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Freedom of Speech vs Hate Speech

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| Time Needed | <ul style="list-style-type: none"> • 1 hour |
| Session Objectives | <ul style="list-style-type: none"> • Participants will understand the difference between hate speech and freedom of expression. • Participants will come to understand that hate speech is not protected by freedom of speech or expression. |
| Key messages | <ul style="list-style-type: none"> • Freedom of expression is an inalienable right and cannot be restricted without justifiable means. • Hate speech is not free expression. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Flip Charts • Markers • Internet Connection |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|---|---|---|
| 5 min | Introduction | <p>The facilitator will introduce the concept of freedom of expression and freedom of speech.</p> <p>He/she will ask if the participants have freedom of expression and when the last instance was that they enjoyed their freedom of expression.</p> | Facilitator Laptop Projector Projector Screen Internet Connection |
| 5 min | Freedom of Expression Defined | <p>Next, the facilitator will define freedom of expression as: the right to express one's opinion via any media limits. This expression must be free from any outside interruptions or fear of revenge or torture.</p> | |
| 10 min | The Importance of Freedom of Expression | <p>The facilitator may then ask participants for suggestions on what they think the importance of freedom of expression is. He/she should be sure to mention the following points:</p> | |

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| | | <ul style="list-style-type: none"> • A way to ensure the entire fulfillment of skills of an individual and to stimulate their development. • To understand the situation of society and improve knowledge • To participate in decision making processes • Help achieve sustainability in a society | |
| 10 min | What is Hate Speech? | <p>The facilitator will then define hate speech as: verbal expression utilizing discrimination based on ethnic, origin, culture, nationality, religion, gender, sexual orientation, disability, etc.</p> <p>Today, hate speech can also be expressed in images or videos on and offline.</p> | |
| 10 min | Why Freedom of Expression is in Danger | <p>The facilitator may then ask participants if and why they think freedom of expression is in danger.</p> <p>Be sure they include:</p> <ul style="list-style-type: none"> • The prevalence of bullying • Rights and access to information are being unnecessarily or controlled. • Prevalence of restrictive laws. | |
| 15 min | Online vs Offline | <p>Next the facilitator will put the participants into five or six groups where they will receive a flip chart and markers. Participants will write down ways freedom of expression and hate speech compare online and offline. When they are done, all the groups will share what they have come up with.</p> | <p>Flipcharts Markers</p> |
| 5 min | Wrap Up | <p>The facilitator may use the last five minutes to emphasize and explain that freedom of expression cannot be controlled by justifiable limits, and hate speech is not included in freedom of expression. answer any questions the participants may have and/or to review what they learned.</p> | |

Fake News

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| Time Needed | <ul style="list-style-type: none"> • 1 hour |
| Session Objectives | <ul style="list-style-type: none"> • Participants will know the definition, classifications, and types of fake news. • Participants will learn why people believe fake news. • Participants will understand the origins of fake news. |
| Key messages | <ul style="list-style-type: none"> • In order to combat fake news, we first need to understand where it comes from and how to identify it. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Internet Connection |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
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| 5 min | Defining Fake News | The facilitator will introduce the session by asking participants to define fake news and then explaining that the dissemination of false information can be classified by its purpose and knowledge. | Facilitator Laptop Projector Projector Screen Internet Connection |
| 10 min | Classification Based on Purpose | <p>Next, the facilitator will explain how fake news can be classified based on purpose.</p> <ol style="list-style-type: none"> 1. Unintentional Sharing of False Information: sharing of false information is not always with the intention of spreading fake news. Unintended dissemination can be due to misunderstanding, negligence, and bias. | |

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| | | 2. Purposely Sharing False Information: when individuals share false information with the intention of causing harm. |
| 10 min | Classification Based on Knowledge | <p>Afterwards, the facilitator will explain how false news can be classified according to knowledge.</p> <ol style="list-style-type: none"> 1. Opinion: False information is based on opinion and is not shared or created based on fact. 2. Fact: False information based on fact, but still deviates from the truth. |
| 5 min | Origins of Fake News | <p>New forms of media provide information hubs that have no quality control or ability to distinguish between true or false information.</p> <p>Information can be created by individuals, groups, organizations, political parties, political institutions, etc.</p> |
| 10 min | Why do people believe fake news? | <p>The facilitator may ask participants what they think people believe fake news, and be sure to include:</p> <ul style="list-style-type: none"> • Information can be shared very quickly • People cannot tell between fact or fiction • There is so much information being circulated • Much information is biased |
| 15 min | Types of Fake News | <p>The facilitator can then move on to the types of fake news that are commonly shared, taking time to explain and give examples of each one.</p> <ol style="list-style-type: none"> 1. Clickbait: Fabricated stories created to attract viewers an increase income for websites. These stories are created in a way that compromises truth and clarity to get viewer attention. 2. Propaganda: Stories created to mislead viewers and promote a biased view, political opinion, or agenda. 3. Satire/Parody: News stores created for entertainment or mockery 4. Sloppy Journalism: Sometimes reporters or journalists come up with unbelievable information without verification. 5. False Headlines: Publishing news stories with extreme headlines in order for the story to go viral or get the attention of viewers. 6. Biased News: People look for news that affirms their own beliefs, so stories are created that exploits this desire. |
| 5 min | Wrap Up | <p>The facilitator may use the last five minutes to discuss the global impact of fake news, and answer any questions the participants may have and/or to review what they learned.</p> |

Internet Privacy

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| Time Needed | <ul style="list-style-type: none"> • 1 hour, 45 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will gain practical skills to protect their data online. • Participants will learn how to create posts for limited audiences, how to report a post, and how to block, unfriend, and unfollow someone. |
| Key messages | <ul style="list-style-type: none"> • Privacy is limited on the internet, so we must take precautions to protect ourselves online. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Participant Laptops (5) • Projector • Projector screen • Internet Connection • Flip Chart • Markers |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|-------|--------------------|---|-----------------------|
| 5 min | Introduction | The facilitator(s) will begin the session by introducing themselves and the concepts they will be teaching, explaining that now that participants are familiar with the theories behind social media, they will now gain some more practical knowledge about how to use social media. | |
| 5 min | Initial Discussion | <p>Start the discussion about privacy by asking participants what privacy is. The facilitator may write their ideas down on a flip chart.</p> <p>To summarize what participants have mentioned, or to cover what they may have missed, emphasize that online when someone takes our data, they are invading our privacy. The facilitator may give an example of how data is used to invade privacy such as: If you post that no one is at your home, someone may take that data and use it by going to your home and taking things while no one is there.</p> | Flip Chart Markers |

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| 15 min | Group Work | <p>After the brainstorming activity, have participants get into 5 groups, one group for each laptop. Take some time to be sure that all the laptops are on and connected to the internet.</p> <p>Once everyone is ready, have a volunteer come up to the facilitator laptop and log into their Facebook account.</p> <p>Also have a volunteer from each group do the same at their own laptop station.</p> | Participant Laptops (5) Facilitator Laptop Projector Projector Screen Internet Connection |
| 10 min | "Only Me" | <p>After all the groups have a Facebook account open on their laptop, have the volunteer at the facilitator laptop create a "test post." Then, when it is time to post, the volunteer will change their post setting to "only me," making the post only visible to themselves.</p> <p>Be sure to walk through each step of this process carefully. Then, once the initial volunteer has demonstrated how to create an "only me" post, the other groups may do the same. The facilitator can walk around to be sure everyone is understanding how to change the settings on their posts.</p> | |
| 10 min | "Friends Except..." | Now that participants have created a post that is only visible to themselves, they will follow the exact same process but to create a post that is visible to everyone except those they choose not to see the post. This is the "Friends except..." option on Facebook. | |
| 20 min | Report a Post | <p>When all the participants seem to feel comfortable with creating different viewer settings on their posts, the facilitator can move on to how to report a post.</p> <p>The facilitator can begin this module by asking participants why they might report a post and again write it on the flipchart if needed. Some examples participants may list are: the post is harmful, unnecessary, graphic, etc.</p> <p>The main volunteer will choose a post on their Facebook timeline, then click the drop down menu in the right hand corner of the post and select "Find support or report post."</p> <p>A menu of reasons to report will appear. The facilitator should go through every reason listed and explain what they mean, and give examples when able.</p> <p>The volunteer will not choose one so that the post is not actually reported, but participants still understand the steps to report a post.</p> | |

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| | | <p>Afterwards, each of the groups will do the same steps to practice how to report a post with the facilitator checking to be sure everyone is finishing the task and understanding.</p> |
| 25 min | Block, unfriend, unfollow, and restrict | <p>The facilitator will now move on to how to block, unfriend, unfollow, and restrict someone on Facebook.</p> <p>Again, the main volunteer will go to a friend's Facebook profile, and will demonstrate each of the following options, and then the rest of the group will do the same before moving on to the next option.</p> <ul style="list-style-type: none"> • Blocking: On the extended menu on someone's Facebook profile, there should be a "block" option. The facilitator will explain that to click that button, the person you are blocking cannot contact you through Facebook, you will not see any of their posts, and vice versa. • Unfriend: On the main menu, there is also the "friends" icon. We can press this to "unfriend" someone which allows them to still contact you, but you may not be notified, and they will be limited to the things they can see on your timeline, and vice versa. • Unfollow: To unfollow someone, it is the same process as unfriending someone. The "follow" button is on the main menu, and when pressed, it allows you to "unfollow" someone, which limits the amount of their content you may see on your timeline, but they are still able to contact you and vice versa. • Restrict: Finally, to put someone on the restricted list, you again choose the "friends" icon underneath their profile picture, choose "edit friends list" and then "restricted." The restricted option allows you to remain friends with someone but limit and control the content they are able to see. |
| 15 min | Wrap Up | <p>The facilitator will wrap up the session by allowing participants to ask any questions they may have, as well as offering helpful tips to keep them safe online.</p> <p>For example: He/she can explain that people can easily hack into your Facebook by leaving yourself logged in, so be sure to use multifactor authentication when possible.</p> |

People can also hack others through WIFI and to always use a secure, private connection.

Finally, you can also choose to put a sticker over the camera on your devices to ensure images are not being taken outside of camera mode.

Countering Hate Speech and Fake News

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| Time Needed | <ul style="list-style-type: none"> • 1 hour |
| Session Objectives | <ul style="list-style-type: none"> • Participants will review what they have learned about fake news and hate speech. • Participants will practice identifying fake news. • Participants will gain understanding of the impacts of fake news. |
| Key messages | <ul style="list-style-type: none"> • Fake news and hate speech are harmful to society, but we have the tools to limit and counter false information. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Internet Connection |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|-----------------------|---|--|
| 20 min | Identifying Fake News | <p>To review what participants learned in the previous “Fake News and Hate Speech Session,” the facilitator will show a video on how to identify fake news: https://www.youtube.com/watch?v=EJDFeXomVvg</p> <p>The video will give examples of global fake news and four tools to identify it:</p> <ol style="list-style-type: none"> 1. Be careful of pages with biased agendas 2. Use reverse image search to check photos 3. Sound can be faked too 4. Check for graphic manipulation | Facilitator Laptop Projector Projector Screen Internet Connection |

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| | | After the video, the facilitator can debrief what they watched by asking if they learned anything or if they found anything shocking/interesting. |
| 10 min | Fake News in Sri Lanka | Next, the facilitator can bring up examples of fake news shared in Sri Lanka. Two examples will be enough, and the facilitator and participants can deconstruct the posts to determine how they know the posts are fake. |
| 5 min | Hate Speech | After discussing fake news, the facilitator can move on to hate speech by asking the participants to review what they learned in the earlier session about hate speech. What is it? How is it used? Why is it used? |
| 10 min | Hate Speech Examples | The facilitator will then give several examples of hate speech shared in Sri Lanka, and again the facilitator and participants will work together to determine what makes the posts hate speech. |
| 10 min | The Impact of Fake News | <p>The facilitator will come up with a couple cases of fake news in Sri Lanka. The Sainthamarthu Incident is a good one to use since there has been a lot of true and false coverage of the event.</p> <p>In these examples, the facilitator and participants will discuss how they know they are fake, but also the impact that sharing these inaccurate posts has had on society.</p> |
| 5 min | Wrap Up | The facilitator may use the last five minutes to answer any questions the participants may have and/or to review what they learned, as well as remind participants that this information will be useful during their content creation sessions. |

Understanding Audience and Building Your Audience

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| Time Needed | <ul style="list-style-type: none"> • 45 min |
| Session Objectives | <ul style="list-style-type: none"> • Participants will learn how to identify their audience based on demographics. • Participants will understand the need to understand and build an audience before and during content creation. |
| Key messages | <ul style="list-style-type: none"> • Understanding and building your audience is just as important as creating engaging content. Your content will not be received if it is going to the wrong group of people. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Internet Connection |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
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| 10 min | Identifying Your Audience | <p>The facilitator will begin by explaining what a social media audience is and how to target specific audiences.</p> <p>An audience is categorized by things like:</p> <ul style="list-style-type: none"> • Gender • Education • Marital Status • Age • Location • Insight • Trends | Facilitator Laptop Projector Projector Screen Internet Connection |

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| | | <ul style="list-style-type: none"> • Mood <p>To target a specific audience, content that appeals to different demographics should be created. For example, men and women likely consume different content and media, and people from different regions/districts also consume different types of media.</p> |
| 10 min | Facebook Demographics | <p>To demonstrate the different demographics on social media, the facilitator can show data from a reliable source on what social media apps are most used in a target area.</p> <p>Then to go further, the facilitator can also show data from Facebook about the types of people using Facebook. For example, global Facebook users are 56% male and 44% female, while Sri Lankan Facebook users are 33% female and 68% male.</p> <p>Therefore, if creating content for a national audience, it may be more tailored toward men since more Facebook users are male.</p> <p>Further examples showing location, marital status, etc. can also be shown.</p> |
| 10 min | False Demographics | <p>After going through the different demographics of Facebook users, it is also important for the facilitator to emphasize that many users lie about themselves on social media.</p> <p>For example, many people lie about their marital status. Many may say they are single, when they are actually married. Or, they may lie about their education level or where they live. Therefore, when creating content, it can be beneficial to come up with something that appeals to more than one demographic in order to expand the potential to gain a larger audience.</p> |
| 10 min | Compatibility | <p>Finally, it is also useful to understand what kind of content is most compatible for your audience, which means will text, video, audio, images, etc. be most effective for my target audience?</p> <p>For example, an audience with a high level of education may be more likely to read a long text, while a very young audience may be more drawn to short videos and images.</p> |
| 5 min | Wrap Up | <p>The facilitator may use the last five minutes to answer any questions the participants may have and/or to review what they learned, as well as remind participants that this</p> |

information will be useful during their content creation sessions.

Content Creation: Digital Storytelling

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| Time Needed | <ul style="list-style-type: none"> • 3 hours (with break after hour 1) |
| Session Objectives | <ul style="list-style-type: none"> • Participants will learn the basics of photo editing software. • Participants will learn the elements of good and viral content. • Participants will be able to create content from three different sources. |
| Key messages | <ul style="list-style-type: none"> • Content creation takes practice and a knowledge of how to use photo and video editing tools. |
| Materials Needed | <ul style="list-style-type: none"> • Facilitator Laptop • Projector • Projector Screen • Internet Connection • Participant Laptops (5) |

Session Breakdown

| Time | Module Name | Content and Methods | Materials Needed |
|--------|------------------------|---|--|
| 10 min | Content Creating Tools | <p>The facilitator will begin by explaining that in order to create good content, participants need tools.</p> <p>The facilitator will then introduce online photo and video editors: Photopea and Filmora</p> <p>Next, the facilitator will go over some general principles to follow during content creation and carefully explain each one:</p> <ul style="list-style-type: none"> • Content should be short and sweet • Content quality should be about 2000px*2000px • Content should be easy to understand • Attractive | Facilitator Laptop Projector Projector Screen Internet Connection |

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| | | <ul style="list-style-type: none"> • Suitable/appropriate • Use polite and friendly language • Maintain copyright attributes • Follow social media community standards (nudity, gore, etc.) • Content should be factually accurate | |
| 30 min | Practice Content Creation | <p>The participants will get into five groups, one group to each laptop.</p> <p>Once everyone is grouped, a volunteer from each group will open photopea on the laptop and the facilitator will walk everyone through how to create a meme using the online software, checking to be sure that all the groups are following along with each step.</p> <ol style="list-style-type: none"> 1. Participants will open a new project in photopea. 2. Set the pixel/size to 2000x2000 3. Go to Google and search “Rage Face” and copy the image 4. Paste the image into the new photopea project, then enlarge and center the image. 5. The group will then think of a clever saying to go with the image. 6. Once the quote is chosen, participants will use fonts.org to select a font for their quote and insert it into their project. 7. Export the image as JPG. 8. Send the JPG to the WhatsApp group to share with everyone. <p>When all the images are sent, the facilitator can go through each image to share with the group and give feedback.</p> | Participant Laptops (5) |
| 10 min | Developing Good Social Media Content | <p>The facilitator will give participants some qualities of good social media content and explain each one, such as:</p> <ul style="list-style-type: none"> • Social Currency: People care about how they look to others • Triggers: top of mind/tip of tongue • Emotional: when we care, we share • Practical: Useful content gets shared • Public: visible content • Stories: the content is from life experience | |
| 10 min | Developing Viral Social Media Content | <p>Just as the previous module, the facilitator will then go over qualities of viral content, and explain each one, such as:</p> | |

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| | | <ul style="list-style-type: none"> • Viral content is good content (it also follows the above guidelines) • Know your algorithms • Avoid out bound links • Avoid identical content • Quizzes • Conversation starters • Response • Video content • Visual <p>After going over the qualities of good and viral social media, the facilitator can give some examples of good and viral content.</p> |
| 30 min | Content Creating from the Field | <p>Now that participants are somewhat familiar with how to create simple content as well as the qualities of good and viral content, they will learn about sources of content.</p> <p>The first source of content is from the field, or from situations and events that are already happening out in the world.</p> <p>To demonstrate, the facilitator can show examples of content from the field such as videos from sporting events.</p> <p>Then, to practice, participants will be given a piece of false news from the field, and they must come up with a countering post to either disprove or challenge the original post.</p> <p>The facilitator may walk around while they do this and help when needed. When participants have finished their post, they again may send it to the WhatsApp group to share and receive feedback from the facilitator.</p> |
| 30 min | Content Creating from the Desk | <p>The second source of content is from the desk, or original content created from stock photos, videos, audio, etc., and media you have created yourself.</p> <p>To demonstrate, the facilitator can show examples of content from the desk such as memes and campaign illustrations.</p> <p>Then, to practice, participants will be given a situation they are familiar with, such as failing exams, or young relationships. With the situation, the participants will create a piece of content to satirize the situation.</p> |

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| | | <p>The facilitator may walk around while they do this and help when needed. When participants have finished their post, they again may send it to the WhatsApp group to share and receive feedback from the facilitator.</p> |
| 30 min | Content Creating from the Desk | <p>Participants will again practice creating content from the desk, but instead of creating something from a situation, they will create a piece of content from an image.</p> <p>For example, participants can be given these images:</p> <div data-bbox="696 508 1185 1295" data-label="Image"> </div> <p>The first image was circulated to make people believe that the UN was coming to Sri Lanka after the Easter attacks. The second photo is the original, showing that it is a past photo from a peacekeeping mission elsewhere.</p> <p>Participants will use the photos to create their own post to counter the piece of fake news that was circulated.</p> <p>The facilitator may walk around while they do this and help when needed. When participants have finished their post, they again may send it to the WhatsApp group to share and receive feedback from the facilitator.</p> |
| 30 min | Content Creating from Content | <p>The third source of content is from other content, or from posts others have created and shared already.</p> |

To demonstrate, the facilitator can show examples of content from other content such as posts turned into memes.

Then, to practice, participants will be given a photo that has already been circulated on social media, and they will turn the post into a positive piece of content.

The facilitator may walk around while they do this and help when needed. When participants have finished their post, they again may send it to the WhatsApp group to share and receive feedback from the facilitator.
